



Office of Public Instruction
Linda McCulloch, Superintendent
PO Box 202501
Helena, MT 59620-2501

Health Occupations Education

Electronic Newsletter Issue #1

August 2003

Welcome to MT Health Occupations Education and MT HOSA

Table of Contents

Includes articles, quotations, web sites, and other current information about Montana Health Occupations Education

TIDBITS FROM THERESA:

- ✓ [Who is Theresa?](#)
- ✓ [What is Montana Health Occupations Education?](#)
- ✓ [What is HOSA?](#)

[HEALTH OCCUPATIONS STUDENTS OF AMERICA NATIONAL LEADERSHIP CONFERENCE](#)

[MONTANA HOSA BOARD OF DIRECTORS](#)

[STARTING HEALTH OCCUPATIONS EDUCATION PROGRAMS](#)

[CAREER CLUSTERS](#)

[EFFECTIVE ADVISORY COMMITTEES](#)

[Who is Theresa?](#) Hello! My name is Theresa Sheldon. I was hired February 2003 as the Health Occupations Educations Specialist and HOSA, Inc. Designee for Montana. This is a new position created after the Governor's Blue Ribbon Task Force on Healthcare Workforce Shortage recommended the Governor work with the Superintendent of Public Instruction to establish a Health Occupations Education Specialist in the Office of Public Instruction. I am a Certified Athletic Trainer by profession. I hold a B.S. in Health and Physical Education with an emphasis in Athletic Training from the University of Montana. I completed my teacher certification while working as a high school athletic trainer at Marysville-Pilchuck High School in Marysville, Washington (home of the Tomahawks!). I taught K-12 health and physical education for 2 years. I worked in a physical therapy clinic in Marysville prior to my teaching experience. After 7 years in the greater Seattle area it was time to move home to Montana. I spent two years in Havre at Northern Montana Hospital providing a sportsmedicine outreach program to schools along the Hi-Line. Desiring to be closer to family, I took a position as assistant athletic trainer at Montana Tech. I then talked my way into a marvelous position working for the Helena Orthopedic Clinic. It was a very gratifying clinical experience. I look forward to developing a program that helps students experience and achieve their own rewarding career in the health care industry.

[What is Montana Health Occupations Education?](#) The Health Occupations Education (HOE) program seeks to meet present and predicted needs for health care workers within a health care delivery system that is characterized by diversity and changing technologies. Health Occupations Education investigates the health care delivery system, its services, occupations, and related sciences. Topics include the study of medical

terminology, medical mathematics, microbiology, anatomy and physiology, diseases/disorders, diagnoses, treatments, patient/client care regimens, career development, and future technological innovations. Work-based learning strategies include professional guest speakers and job shadowing. Skills in science, mathematics, communications, social studies and health are reinforced in these courses. Students obtain the knowledge necessary to satisfy the requirements for entry-level health care jobs such as a Certified Nursing Assistant (CNA) as well as pursue advanced education in a health career major. In addition, students become knowledgeable consumers of health care in a consistently changing technological environment. HOE is dedicated to educating today's students for tomorrow's health care community.

Health Occupations Education is not new to Montana. The Billings Career Center has been offering a Med Careers course since 1990, and an Allied Health course was added five years ago. The Great Falls Public School District and Helena High School, with the help of the MSU-COT Great Falls, introduced Med Prep courses two years ago. Flathead High School offers an introductory course as well as CNA training. Shelby School District previously offered a health occupations course but it is no longer available. Numerous school districts offer CNA training and school-to-work programs but at this point they are not recognized as formal Vocational Health Occupations Education programs. New HOE programs slated to start Fall 2003 include an on-line Health Occupations Education course being offered by Miles Community College, an EMT program in Thompson Falls and a course in Chinook. Most of the current programs plan to offer Health Occupations Education courses as a vocational course. Beginning July 2003 any school planning to start a Vocational Health Occupations program will need to contact Theresa Sheldon, Career and Technical Education OPI, tsheldon@state.mt.us or 406-444-0714 for an information packet outlining what is required for an approved program. Approved programs will qualify for State and Federal vocational funding.

[What is HOSA?](#)

Source: www.hosa.org

A welcome message to Montana HOSA,

http://www.hosa.org/emag/articles/news_may03_pg3_4.pdf

HOSA stands for Health Occupations Students of America. The mission of HOSA is to promote career opportunities in health care and to enhance the delivery of quality health care to all people. The U.S. Department of Education and the Health Occupations Education Division of the ACTE endorse HOSA. Since its inception in 1976, HOSA has grown steadily reaching 70,220 students in the 2002-03 membership year. "HOSA is a



powerful instructional tool that works best when it is integrated into the HOE curriculum and classroom. HOE instructors are committed to the development of the total person. Those who join the HOE-HOSA Partnership recognize the importance of providing students with training far beyond the basic technical skills needed for entry into the health care field. The rapidly changing health

care system needs dedicated workers who, in addition to their technical skills, are people-oriented and capable of playing a leadership or followership role as a member of a health care team.”

At the 2003 National Leadership Conference, HOSA sponsored 49 Regular Events and Recognition Opportunities.



[HOSA National Student Leadership Conference 2003-Atlanta](#) The first day of the 26th Annual National Leadership Conference (NLC) welcomed nearly 5,000 HOSA members, advisors, family, guests, VIPs, and healthcare industry partners to Atlanta, Georgia. Even the rain that fell most of the day did not dampen the delegates' enthusiasm.

Montana will take its first student delegation to the NLC June 2004 in Orlando, Florida and receive a charter membership at that time.

The **Largest HOSA State Association** was Texas HOSA with **11,967 members**.

The **Largest HOSA Chapters** were:

- Secondary HOSA Chapter: Hillcrest High School HOSA (NY) with 273 members
- Postsecondary/Collegiate Chapter: Manatee Technical Institute HOSA (FL) with 290 members

The **Largest HOSA State Delegation** to the 2003 NLC was Texas HOSA with **336 delegates**



The general session began with a tribute to America featuring the 94th U.S. Army Forces Command Color Guard and National President, Joel Arvizo, who sang, "I'm Proud to be an American". The tribute was concluded with a spectacular laser and indoor fireworks show.

Montana HOSA Board of Directors The Montana HOSA Board of Directors, initially appointed by the HOE Specialist, met for the first time May 16, 2003. The MT HOSA Board of Directors objectives shall be:

- 👉 to provide direction for policy, procedure and management of Montana HOSA
- 👉 promoting partnerships with professional health related organizations and businesses in support of HOE
- 👉 facilitate the integration of HOSA into Health Occupations Education.

The board is made up of local regional advisors, health care industry representatives, state officials, and the state student president.

<u>Board Member</u>	<u>Affiliation</u>	<u>Position</u>
Ken Carpenter, M.D.	Helena Orthopedic Clinic	Chair
Susan Cooper	Post-secondary Advisor MSU-GFCOT	Vice Chair
Undetermined		Secretary-Treasurer
Undetermined	Member	State Student President
Theresa Sheldon	Office of Public Instruction	State HOSA Designee
Annette Gorton	Secondary Advisor MCC	Regional Representative
Lisa Helle	Montana Hospital Association	Regional Representative
John Solheim	St. Peter's Hospital	Health Care Industry Representative

Starting Health Occupations Education Programs

Beginning August 2003, Theresa Sheldon, Health Occupations Education Specialist at the Office of Public Instruction will provide schools districts with a *HOE New Program Review Application and New HOE Instructor Statement of Qualifications Packet*. After reviewing completed applications, those programs meeting specified criteria will be approved as a Vocational Health Occupations Program and be eligible for state and federal funding. Contact Theresa Sheldon at 406-444-0714 or tsheldon@state.mt.us or <http://www.opi.state.mt.us/CTE/HealthOccup.html>

CAREER CLUSTERS

Sources: *Career Clusters* by Michael E. Wonacott, *The Highlight Zone* no. 6, CTE National Dissemination Center, Columbus, Ohio; *Career Clusters* website, www.careerclusters.org; Greater Yellowstone Business and Education Council Cluster Consensus meeting, November 12, 2002.

What is a Career Cluster? A Career Cluster is a grouping of occupations and broad industries based on commonalities. Career clusters provide an organizing tool for schools, communities, and industries. In education and industry, many are hopeful that career clusters will be part of the answer to a difficult problem, the rapid change in workplace technologies and trends. Technological advances and global competition have transformed the nature of work. Tomorrow's jobs will require more knowledge, better skills, and more flexible workers than ever before. Tomorrow's workers must be prepared to change jobs and careers several times, continually updating their knowledge and skills. Career clusters identify pathways from secondary school to two- and four-year colleges, graduate school, and the workplace, so students can learn in school about what they can do in the future. This connection to future goals motivates students to work harder and enroll in more rigorous courses. Career Clusters are one way to broaden the focus of secondary and post-secondary Career and Technical Education through understanding career pathways and focusing on preparation for the workplace. Career clusters provide a broader focus by organizing programs around a whole range of occupations in a larger career area, providing students with more alternatives and flexibility for opportunities in work and education. Students can see the big picture and how they can fit into it. Partnerships involving state, schools, educators, employers, industry groups, and other stakeholders are creating curriculum guidelines, academic and technical standards, assessments, and professional development materials. Types of information that may be provided through cluster frameworks include information about occupations, career information systems, occupation profiles, transferable skills, education preparation and availability, labor market information, and curriculum information for instructional design. The Greater Yellowstone Business and Education Council, a group made up of approximately 90 business leaders from the Greater Yellowstone area met in Billings in November of 2002 and came to consensus on seven major clusters for this economic region. The clusters are:

- **health care**
- energy and natural resources extraction
- government, nonprofit, and education
- financial services
- service sector
- agriculture
- technology

As we learn more about the growing interest in education and industry in career clusters, Health Occupations teachers need to expand their focus on the workplace, become more informed about all the occupations in the clusters, and keep alert to local initiatives that are organized around career clusters. For more information on career clusters, go to www.careerclusters.org

EFFECTIVE ADVISORY COMMITTEES

In Brief: Fast Facts for Policy and Practice No. 17

by Sandra Kerka, 2002

In career and technical education (CTE), advisory committees are groups of employers and community representatives who advise educators on the design, development, operation, evaluation, and revision of CTE programs (Smith, Payne, and Thornton 2001). The workplace knowledge and resources provided by committee members help ensure that all aspects of occupational education reflect the needs and current conditions of the workplace and that program graduates are capable of performing in the occupations for which they have trained

(Edison Community College n.d.). Whether or not a program must follow Perkins Act mandates for committees (Backes 2000), both secondary and postsecondary CTE programs should find them indispensable to maintaining state-of-the-art, community-linked curricula in a time of rapid, continuous change and demands for accountability. Only effective, fully used committees will serve this function, however, not "paper tigers" established merely to meet mandates (Gonzenbach, Morgan, and Sheets 1997). This *In Brief* addresses the following questions: What do advisory committees do? What are the indicators of an effective committee? What are some examples of the uses of advisory committees?

What Do Advisory Committees Do?

A committee may oversee an entire program or institution, provide input to a specific department or technical area ("craft committee"), or advise an entire school district or state system (Backes 2000). Its duties may be statutory—many states have legislative requirements for the activities of local committees (Community Colleges of Colorado System [CCCS] 2002; South Carolina Department of Education 2000)—or its functions may be determined by local needs. Most committees conduct activities in the following areas: curriculum and instruction, program review, recruitment and job placement, student organizations, staff development, community/public relations, resources, and legislation.

Curriculum and Instruction

- Identify and expand the use of new technologies
- Compare content with occupational competencies and tasks
- Analyze course content and sequence
- Assist in developing and validating tests
- Advise on labor market needs and trends
- Review, recommend, and assist in obtaining instructional materials
- Recommend safety policies and procedures
(CCCS 2002; Miller 1999; Tri-City 2001)

Program Review

- Review and recommend program goals and objectives
- Participate in program evaluation and recommend evaluation criteria
- Compare student performance standards to business/industry standards
- Assess, recommend, and/or provide equipment and facilities
- Evaluate the quality and quantity of graduates and job placement
- Conduct community and occupational surveys
- Identify new and emerging occupations
- Recommend new programs or elimination of obsolete programs
- Participate in long-term planning
(CCCS 2002; Edison Community College n.d.; Gonzenbach et al. 1997; Smith et al. 2001; Tri-City 2001)

Recruitment and Job Placement

- Assist in reviewing teacher selection criteria
- Assist in recruiting new staff and potential students
- Notify instructors of job openings
- Provide or obtain cooperative work experiences, internships/externships, work/study, or work-based learning opportunities for students
- Assist students in developing resumes and interviewing skills
- Assist with career days/job fairs
- Hire graduates/program completers
(CCCS 2002; Edison n.d.; Tri-City 2001)

Student Organizations

- Assist in developing and judging competitive skill events
- Sponsor student organization activities and assist in fundraising
- Conduct leadership development activities
- Assist students with career development
- Evaluate student portfolios

(CCCS 2002)

Staff Development

- Provide inservice activities for instructors
- Provide instructors with retraining/back-to-industry and summer opportunities for technical upgrading
- Review professional development plans
- Support staff attendance at conferences
- Conduct workplace tours

(Miller 1997; Smith et al. 2001; Tri-City 2001)

Community/Public Relations

- Interpret the CTE program to employers, community, and the media
- Present programs to community groups
- Establish programs to recognize outstanding students, teachers, and community leaders
- Promote special school events
- Assist in developing a marketing plan

(CCCS 2002; Edison n.d.; Tri-City 2001)

Resources

- Assist in budget development and review
- Conduct fundraising activities and make or obtain donations
- Establish scholarships and awards
- Provide tours and field trips, job shadowing experiences, and speakers
- Leverage community resources and broker community partnerships

(Miller 1999; South Carolina 2000; Tri-City 2001)

Legislation

- Advocate for programs with legislators
- Arrange tours of programs for legislators
- Involve legislators in program events
- Update programs on legislative actions

Editor:

Theresa Sheldon, ATC
Health Occupations Education Specialist
HOSA, Inc. Designee
Montana Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501
406-444-0714
406-444-1373 FAX
tsheldon@state.mt.us